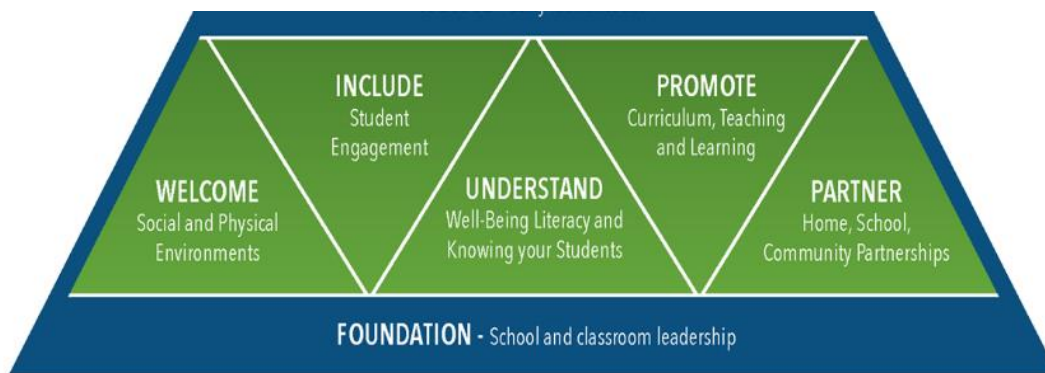


Aligned and Integrated Model (AIM) for School Mental Health and Well-Being



Area for Well-being	What does it look like?	How do I get there?	Notes
WELCOME Social and Physical Environments	<ul style="list-style-type: none"> Classroom is safe, inclusive, and accepting for students Clear and consistent expectations for behaviour in class Diversity is recognized and celebrated Students feel a strong sense of belonging Mental well-being is explicitly linked to performance Students feel safe to share and be who they are without stigma Students turn to teachers or other adults in the school for help, if needed 	<ul style="list-style-type: none"> Set a welcoming and positive tone in the classroom Maintain class practices that promote safety, acceptance, inclusion and respectful behaviour Use inclusive and respectful language and examples Monitor social and physical environments Address conflicts quickly and fairly Practice self-care 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Area for Well-being	What does it look like?	How do I get there?	Notes
INCLUDE Student Engagement	<ul style="list-style-type: none"> Teachers plan for their student's interests, include them in decision making, and create opportunities for their involvement Students are eager to come to class and participate fully in classroom activities and assignments There is opportunity for student voice and student leadership at the classroom and school level Students take an interest in mental health awareness, and lead campaigns that promote kindness and inclusion Those with lived experience are included in efforts to reduce stigma tend to promote positive mental health 	<ul style="list-style-type: none"> Provide an interesting approach in learning each day in the classroom Differentiate instruction so that it needs student's unique strengths, needs, and learning styles Offer ways for all students to get involved in initiatives related to mental health promotion Practice self-care 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Area for Well-being	What does it look like?	How do I get there?	Notes
UNDERSTAND Well-being Literacy and Knowing Your Students	<ul style="list-style-type: none"> Educators have mental health literacy, and a comfortable working knowledge of strategies for mental health promotion at school Educators understand they are not expected to be clinicians and know the process to reach out for professional mental health support, when needed Educators know the students in their class(es) – their background, strengths, needs, interest, and worries – and build positive relationships individually with their students each day Everyday practices for mental well-being are known and used intentionally, explicitly and systematically in teaching for learning 	<ul style="list-style-type: none"> Build knowledge and confidence in mental health literacy through job-embedded learning Know the process for accessing mental health professional support when needed "Knowing your students" – see <i>Learning for All</i> for specific strategies for how best to approach each student's unique learning needs Be present, and listen to what students are telling you through voice and actions Seeking to understand Everyday Practices for mental well-being and how to use them daily 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Area for Well-being	What does it look like?	How do I get there?	Notes
PROMOTE Curriculum, Teaching and Learning	<ul style="list-style-type: none"> Social emotional learning is delivered in classroom as part of regular instruction (e.g., in Health and Physical Education) Students learn skills for self-awareness, self-management, social problem-solving, responsible decision-making, etc. (i.e., learning skills on report card) Educators offer instruction in mental health literacy (e.g., positive mental health, help-seeking skills) Educators reinforce positive habits and attitudes as part of the daily fabric of the school day (e.g., mindfulness/contemplation, optimism, gratitude) There is a common language used among educators that is consistent strength-based and non-stigmatizing 	<ul style="list-style-type: none"> Review the curriculum with a lens to where mental health and well-being instruction could be introduced or supported Explicitly, intentionally and systematically embed and talk to students about practices you may use daily, that support mental health and well-being Attend professional learning on mental health and well-being, and use credible organizations to gather related materials to support instructions (e.g., EDUgains, SMH, ASSIST, Ophea, Public Health Ontario, CAMH) Consult with the Mental Health Leader in your school board, or school mental health professional assigned to your school, if you need support in delivering instruction 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Area for Well-being	What does it look like?	How do I get there?	Notes
PARTNER Home, School, Community Partnerships	<ul style="list-style-type: none"> Educators work together with families to support learning and well-being, recognizing parent/guardian expertise When students are struggling with learning or mental well-being, educators and families partner in developing a consistent classroom and home plan of support When students' mental health requires specialized support, educators and families initiate the pathway to service within the school, district, and/or community Students who receive specialized mental health services are supported to, from and through care 	<ul style="list-style-type: none"> Offer frequent home-school communication to support learning and well-being, and to build parent/guardian comfort with the school environment Describe observations about student learning or emotional difficulties to parents/guardians objectively and compassionately Show compassion and understanding for the well-being of families when students are struggling Know the board process to pathways for support within the district and community Foster strong relationships with partners to ensure seamless transitions to, from, and through care 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>